



CONNECTICUT HEALTH EDUCATION EXCHANGE

Volume IV A newsletter about health education issues, especially HIV/STD and teen pregnancy prevention Spring 2001

The Connecticut Health Education Exchange



Welcome to the fourth edition of the Connecticut Health Education Exchange. This semiannual newsletter is intended to inform educators and other youth servicing professionals of local, state and national efforts related to coordinated school health education programs, especially HIV/STD (sexually transmitted diseases) and pregnancy prevention.

This newsletter is produced by the State Department of Education in collaboration with the Department of Public Health and made possible through funding from cooperative agreement number U87/CCU108966-08 from the Centers for Disease Control, Division of Adolescent and School Health.

This newsletter is reviewed and approved by the SDE and DPH Materials Review Committee.



"The object of education is to prepare the young to educate themselves throughout their lives."

Robert M. Hutchins

The Coordinated Health Education Cadre of Trainers Dynamic Professional Development Opportunity

Planning for professional development workshops for the next school year? We can provide innovative skills-based professional development in the areas of HIV/STD prevention at no cost with CEUs. The State Department of Education and the Department of Public Health, in collaboration with local school districts and community-based organizations have developed a Coordinated Health Education Cadre of Trainers (CHEC). The purpose of CHEC is to provide quality, interactive, skills-based professional development workshops that promote health-enhancing behaviors in youth. The current focus is in HIV/STD prevention.

The goals of the Cadre are to: 1) provide current HIV/STD information and skills as well as identify resources for staying current with trends and information; 2) increase comfort level around teaching issues related to HIV/STD; 3) model age-appropriate activities utilizing a variety of teaching styles that target HIV/STD prevention, including negotiating abstinence, as well as reducing the risk for those choosing to be sexually active.

To date, 17 workshops have been completed statewide. If you would like more information, or wish to schedule a workshop, please contact Bonnie Edmondson at 860-566-6980.

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Connecticut Health Education Exchange

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Feature Teacher

ANN MARIE COLEBROOK



The Connecticut Health Education Exchange would like to recognize and congratulate **Ann Marie Colebrook** from John Wallace Middle School in Newington as our third Feature Teacher. Ann Marie has been teaching for seventeen years and has established a strong school-community connection. She has hosted health fairs, sends out parent newsletters, takes eighth graders to Saint Hospital's Violence Prevention Program and invites guest speakers into her classroom on various topics. Ann Marie is a certified Red Cross Instructor and coaches youth Sport Soccer.

According to principal David Milardo, Ann Marie "took the lead in helping to establish the goals and objectives for the program as well as overseeing the development of the curriculum." He credits her with establishing the peer mediation program at the school and believes her to be "an exemplary educator who has earned respect and admiration of her colleagues, students, and parents." Ann Marie describes teaching health as "challenging and very rewarding." She feels her job is "to persuade everyone that they are capable of making the right choices and then showing them how." She enjoys her classes and feels, like most teachers, that "there is never enough time."

The Connecticut Health Education Exchange would like to thank Ann Marie for her work and dedication to the health and wellness of her students. Ann Marie will receive a Coordinated School Health Programs T-shirt. Previous Feature Teachers include: Lori Hart from Milford and Darlene Platt from Norwich Technical School.

Do you know an outstanding teacher in the field of health education? If you would like to nominate a fellow professional to be highlighted in our next issue, please send the following information to the contributing editor by September 21, 2001, for our fall issue: 1) your name, address and phone; 2) nominee's name, address and phone; and 3) a brief description of the attributes and accomplishments of this person and your reasons for nominating them. The nominee must be a classroom teacher. Let's take time to honor and recognize the high quality educators we work with each day!



DPH Lending and Resource Library

The Department of Public Health AIDS Division is proud to announce the development of an Educational Curriculum Library available through the Community Distribution Center in Hartford. The curricula are available for loan to educators, youth organizations, and human services agencies. Pamphlets, posters and the lending of HIV/STD educational videos are also available at no charge from the Distribution Center. There are no membership fees. Anyone interested in a catalogue may contact Kathy at Concerned Citizens for Humanity. She can be reached at 860-560-0833.

Connect to the CT SDE



- How:** Go to: www.state.ct.us/sde
- Where:** Click on School, Family, Community Partnerships; Heath - The CT Health Education Exchange; Science, Tobacco and You; Safe and Drug Free Schools—Violence Prevention Resource Guide
- Where Else:** Click on Curriculum: Content Areas; Click on Health Education; Key Resources - Curriculum and Instruction
- What:** K-12 Health & Safety Framework; CT Health & Safety Curriculum Trace Map; CT Common Core of Learning; CT Common Core of Teaching; Links to other Websites.

Web Sites & Resources

Website: www.theantidrug.com - Geared toward grades 6-8, a useful tool for homework assignments or activities using technology.

Listserv: Sexuality Information and Education Council of the United States: Would you like a free listserv to provide information from all SIECUS program areas, as well as general information about the state of comprehensive sexuality education? Send a blank e-mail to siecus-news-subscribe@igc.topica.com

Book: Teaching About Sexuality and HIV: Principles and Methods for Effective Education by Evonne Hedgepath and Joan Helmich. New York University Press, ISMB 0-8147-3535-5. Excellent resource for practitioners - highly recommended. (See "Bright Ideas" on page 4 for sample activity.)

Avoiding HIV Infection: CDC's 1999 HIV/AIDS Surveillance Report

[excerpted from: *Chronic Disease Notes and Reports, National Center for Chronic Disease Prevention and Health Promotion, Volume 14, Number 1, Winter 2001*]

Through December 1999, more than 430,000 people in the United States had died with AIDS. Most of these deaths (nearly 75%) were among persons under the age of 45, many of whom were likely infected with HIV in their teens and 20s. At least half of all new HIV infections in this country are believed to occur among people under age 25. With the advent of highly active antiretroviral therapy (HAART) for HIV-infected persons, the number of AIDS cases reported in the United States has declined. However, while young people aged 13-24 accounted for only 4% of all AIDS cases reported through the end of 1999, they accounted for 17% of the reported HIV cases in areas with confidential HIV infection reporting (not all U.S. states currently report cases of HIV infection, including some states with high rates of AIDS).

Scientists believe that cases of new HIV infection diagnosed among 13-24 year olds probably are indicative of overall trends in HIV incidence (the number of new infections in a given time period, usually a year) because people in this age-range have more recently initiated high-risk behaviors. A disturbing finding in this age group is the growing proportion of young women who are infected with HIV—in 1999, in areas with confidential HIV reporting systems, girls and women accounted for almost half (49%) of all reported infections in people between the ages of 13 and 24. Even more alarming, girls accounted for 64% of all new HIV infections reported among adolescents (13-19 years) in 1999.

CDC uses a comprehensive approach to preventing further spread of HIV and AIDS that incorporates the following broad strategies: monitoring the epidemic to target prevention and care activities; researching the effectiveness of prevention methods and translating findings for use in community settings; funding local prevention efforts for high-risk communities; and fostering linkages with care and treatment programs.

CDC is an active participant in helping young people avoid HIV infection. By providing funding and technical support, the division assists national, state, and local education agencies and other organizations that address adolescent health in identifying and preventing HIV-risk behaviors.

Collaborative efforts first concentrated on HIV-prevention education within the comprehensive school health education program. Today, increasing infection rates in many youth subpopulations have prompted concerned officials to increase their efforts to find ways to reach young people at highest risk, both in and outside of school. CDC works closely with many other public and private partners at all levels to carry out, evaluate, and further develop and strengthen effective HIV-prevention efforts nationwide. CDC also provides financial and technical support for the following prevention activities: disease surveillance; HIV antibody counseling, testing, and referral services; partner counseling and referral services;

street and community outreach; risk-reduction counseling; prevention case management; prevention and treatment of other sexually-transmitted diseases that can increase risks for HIV transmission; public information and education; school-based education on AIDS; international research studies; technology transfer systems; organizational capacity building; and program-relevant epidemiologic, sociobehavioral, and evaluation research. More data is available online at www.cdc.gov/hiv/dhap.htm.

Editor's Note: the data in this summary are from CDC's HIV/AIDS Surveillance Report, 1999, volume 11, number 2.



World AIDS Day Program

For those of you who need ideas for this year's World AIDS Day, the following was presented last December at Hall High School in West Hartford. Hall High School is currently planning their second annual AIDS Awareness Week, and hope their ideas can inspire other schools to raise awareness.

- Day 1: World AIDS Day and a Day Without Art. Red ribbons were given to all students. English and social studies classes read and watched videos related to HIV and AIDS. Art classes honored the day by covering or removing all art in the building.
- Days 2-4: During lunch periods each day speakers held small educational sessions and discussions with students on AIDS and HIV. Teachers were invited to bring classes.
- Day 5: Stop AIDS Mobile Theater, an interactive theater, performed for the entire student body. Winter sports teams made a symbolic human "red ribbon" as part of the Athletes Against AIDS event.
- A teddy bear drive was held to collect bears for children with AIDS. The bears were distributed through the University of Connecticut/CT Children's Medical Center Pediatric HIV Program.

Many thanks go to Assistant Principal Shelley Solomon and Hall High School for sharing their ideas! You may contact her about these activities at 860-232-4561 or e-mail, shelley_sikinib@whps.org.

It is our goal to highlight the expertise in Connecticut. Here is your opportunity to shine, please send in YOUR favorite activity or innovative program so we may include it in one of our upcoming issues. All information should be sent to the contributing editor.



Survey Results

In the last newsletter we solicited feedback in a random survey calling for input about the newsletter. Thank you for responding. Based on your response, our goal is to include a variety of information in our update and increase your awareness about trainings within the state. The classroom activity won hands down as the favorite piece of the newsletter. We will continue to solicit responses to address your needs in upcoming issues.



Bright Ideas for Classroom Activities

Graffiti Sheets

Objectives: (1) to allow the educator to gain insight into the knowledge of and attitudes about sexually transmitted diseases (STDs) within the group; (2) to allow the participants to express their attitudes about STDs.

Prerequisites: Literacy skills

Age Group: 16+

Group Size: Ideally a maximum of 25

Time Needed: 30--45 minutes

What You Need: Large sheets of paper, felt-tip pens, a sound knowledge of sexually transmitted diseases.

How You Do It

1. Take several large sheets of paper and, at the top of each one, write a different statement about STDs. Suggested statements:
 - You would know if you had an STD.
 - Only dirty people catch STDs.
 - You can't get an STD the first time you have intercourse.
 - You can catch STDs from toilet seats.
 - You can get an STD more than once.
 - You can't have more than one STD at a time.
 - Condoms keep you from getting STDs.
 - Kissing spreads STDs.
 - There's a cure for STDs.
2. Display the pieces of paper around the room so that they can be written on.
3. Have the participants move around the room and write down their response to the statements on the paper. Encourage free expression and creative graffiti, allowing the participants to write whatever they like.
4. When everyone has had an opportunity to write on every sheet, re-form the group.
5. Read the graffiti and discuss such things as fiction and fact, myths and misconceptions.

Variations

1. Have participants form small groups and give each group paper and pen. The educator reads statements and asks the group to write their reactions.
2. Form small groups and circulate the graffiti sheets for groups to write their comments.
3. Similar statements could be used referring to HIV/AIDS.

The following stem sentences can be used as headings for the graffiti sheets; they are more open-ended, leaving more room for student elaboration. Note that these stem sentences form a logical sequence for a subsequent presentation, for example, discussing STD myths, causes, symptoms, prevention, and resources in turn:

- People who get STDs are . . .
- You can get an STD by . . .
- Some symptoms of STDs are . . .
- People sometimes don't know when they have an STD because . . .
- You can prevent STDs by . . .
- If I got an STD I could get help from . . .

Source: Teaching about Sexuality and HIV, Hedgepath, Evonne Helmich, Joan; New York University Press, 1996.

If you have a "Bright Idea" to share, please send it to the contributing editor.

Correction: An error was made in the classroom activity section of the last edition.

15 Used a tattoo needle after #4 9/93

16 Had sex with #4 1/94

The flow chart is correct based on these changes.

Sorry for any inconvenience!

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